

Action Plan for Alternative Education Programs (A5 and A6)

Definitions

A5 Programs: A district-operated and district-controlled facility designed to provide services to at-risk populations with unique needs

A6 Programs: A district-operated instructional program in a nondistrict-operated institution or school serving youth who are State Agency Children (SAC). These youth are the responsibility of the Department of Juvenile Justice (DJJ), the Department of Community Based Services (DCBS), and the Department for Mental Health and Mental Retardation Services (DMHMR). *The quality of educational services provided to State Agency Children is the responsibility of the school district where the youth reside.*

Improving Outcomes for Students in Alternative Education Programs

Background

After reviewing the findings from a review of 40 A5 programs by the Kentucky Center for School Safety (KCSS), the study on alternative programs provided by Kentucky Youth Advocates, annual reports from Kentucky Education Collaborative for State Agency Children (KECSAC), the Kentucky Performance Reports for students in A5 and A6 programs and other data, the Kentucky Board of Education directed the Department to develop an Action Plan to improve outcomes for students in alternative placements.

Overall, improving outcomes for these students will require:

- Increasing program accountability for the progress of individual students during placement, through improved data management
- Better coordination among programs and partners working with alternative education at the state and local levels
- Establishing standards of quality and practice that are shared at the state and local levels
- A close examination of how programs and services are funded, including leveraging funding to ensure equity and quality in new programs and to discontinue ineffective programs that continue poor practices

This Action Plan is organized around four major categories:

- **Administrative Structures**
- **Accountability**

- Curriculum, Instruction and Assessment
- School Culture

Administrative Structure:

Goal: To develop data collection and reporting mechanisms that will identify and track key elements of alternative education programs (classification, location, students, teachers, funding) to support decision making and policy formation. Data should be able to be aggregated at the program, school, district and state levels.

	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs
1.1	Identify all A5 and A6 programs currently operating by name, location or school code, and school district.	OTL	November 2007	<u>1.</u> This activity was completed in November 2007. However, it will need to be regularly updated due to the changing nature of A5 and A6 programs (new programs are created, and some programs are eliminated).	<u>1.</u> Division of Secondary & Virtual Learning	<u>1.</u> A5 programs included in the list	<u>1.</u> A6 programs included in the list
1.2	Determine capacity of KDE data systems to track A5 & A6 programs, students and teachers longitudinally	ODSS OTL	May 2008	<u>1.</u> Identify capacity of Kentucky Instructional Data System (KIDS) to track students, programs and teachers longitudinally. <u>2.</u> Identify capacity of Infinite Campus (IC) to collect this information; work with IC to implement capacity to capture this information.	<u>1.</u> Bob Hackworth KIDS Team <u>2.</u> Kay Kennedy	<u>1.</u> A5 programs included in this activity <u>2.</u> A5 programs included in this activity	<u>1.</u> A6 programs included in this activity <u>2.</u> A6 programs included in this activity
1.3	KDE will determine if technology hardware/software/connectivity are adequate for A5 & A6 programs.	OET OTL	April 2008	<u>1.</u> The Office of Education Technology (OET) will survey school districts to determine education technology readiness in A5 programs (hardware/software/connectivity). <u>2.</u> OET will assess equity issues in A5 programs. <u>3.</u> KECSAC will conduct a survey of A6 programs to determine current status of technology.	<u>1.</u> David Couch <u>2.</u> David Couch <u>3.</u> KECSAC	<u>1.</u> A5 programs included in this activity <u>2.</u> A5 programs included in this activity <u>3.</u> Does not apply	<u>1.</u> A6 programs included in this activity <u>2.</u> Does not apply <u>3.</u> A6 programs included in this activity
1.4	KDE will determine if there are funding equity issues in services/resources provided in A5 and A6 programs	OTL ODSS	August 2008	<u>1.</u> OTL will analyze amount and use of funding provided by KECSAC and KCSS to individual programs and for state-level activities. <u>2.</u> OTL will determine the extent to which students in alternative placements are receiving supplemental services, have access to ILPs and advising services, Extended School Services, and other instructional	<u>1.</u> Nijel Clayton <u>2.</u> Nijel Clayton Faith Thompson	<u>1.</u> A5 programs included (KCSS data) in this activity <u>2.</u> A5 programs included in this activity	<u>1.</u> A6 programs included (KECSAC data) in this activity <u>2.</u> A6 programs included (KECSAC data) in this activity
	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs

1.4 (cont.)	KDE will determine if there are funding equity issues in services/resources provided in A5 and A6 programs	OTL ODSS	August 2008	<p>supports as compared to the general population and their peers in traditional schools in the district.</p> <p><u>3.</u> OTL and ODSS will work collaboratively to conduct a study of how alternative programs are funded. Recommendations will be developed, if needed, to ensure that funds flow to alternative education to provide equitable services/resources (i.e., per pupil expenditures are at least equivalent to per pupil expenditures in traditional settings).</p> <p><u>4.</u> ODSS will assist with the analysis of budget allocations and expenditure reports to determine if alternative education programs are receiving equitable treatment.</p>	<p><u>3.</u> Michelle Sutton Nijel Clayton</p> <p><u>4.</u> Michelle Sutton</p>	<p><u>3.</u> A5 programs included in this activity</p> <p><u>4.</u> A5 programs included in this activity</p>	<p><u>3.</u> A6 programs included in this activity</p> <p><u>4.</u> A6 programs included in this activity</p>
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Accountability:

Goal: To Improve the Academic Performance of Students in A5 and A6 Alternative Education Programs Through Increased Accountability

	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs
2.1	Identify additional methods of assessing student academic progress during placement in A5 and A6 alternative education programs	OAA OTL	December 2008	<p>1. A6 Programs– KDE chooses a diagnostic assessment that can be used for pre and post testing in reading/math in A6 programs. Budget and RFP would be created.</p> <p>2. A6 programs would use the diagnostic assessment with incoming and exiting students. Data would be fed to the state level for analysis and accountability.</p> <p>3. A5 Programs – districts receive training in the issues of having a pre-post testing model. A5 schools would be encouraged to adopt a pre-post test model. Data sent to the state level for analysis.</p>	<p>1. Ken Draut</p> <p>2. Ken Draut</p> <p>3. Ken Draut Jamie Spugnardi</p>	<p>1. Does not apply to A5 programs at this time</p> <p>2. Does not apply to A5 programs at this time</p> <p>3. A5 programs will receive training</p>	<p>1. Only applies to A6 programs</p> <p>2. Only applies to A6 programs</p> <p>3. A6 programs not involved</p>
2.2	Increase accountability for A5 and A6 programs, including student performance and academic growth during placement.	OAA OTL	June 2008	<p>1. The Office of Assessment and Accountability (OAA) will continue to create accountability reports based on statewide test results for A6 programs. (A5 program reports are dependent on success in the Administrative Function Goal).</p> <p>2. OAA will use the data from the pre-post tests from A6 and A5 schools to create a unique accountability report for each A6 program.</p>	<p>1. Ken Draut</p> <p>2. Ken Draut</p>	<p>1. A5 programs included in this activity</p> <p>2. A5 programs included in this activity</p>	<p>1. A6 programs included in this activity</p> <p>2. A6 programs included in this activity</p>
2.3	Establish accountability measures for successful student transitions (into and out of A 5 & A6 programs)	OAA OTL	August 2008	<p>1. Determine how accountability for successful student transition will be established and measured. Develop functionality within the Student Information System and/or Individual Learning Plan to support planning, tracking and evaluating transitions into and out of alternative placements.</p>	<p>1. Ken Draut Nijel Clayton</p>	<p>1. A5 programs included in this activity</p>	<p>1. A6 programs included in this activity (KECSAC will assist with this objective)</p>

Curriculum, Instruction and Assessment:

Goal: To ensure that students in alternative education programs are receiving adequate and appropriate curriculum, instruction and assessment to at least that level which could be expected if the student was in the traditional school (A1)

	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs
3.1	Teachers in A5 and A6 programs will be, to the extent possible, appropriately certified and capable of delivering high-quality curriculum, instruction and assessment	OTL	March, 2008 March 2008 Ongoing April 2008	<u>1.</u> Collaborate with EPSB to consider the current regulation governing teachers in alternative programs to determine if a change in the regulation is warranted and advisable based on the need to improve student achievement. (potential revision of 16 KAR 4:010). <u>2.</u> Improve leadership and teaching capacity. Utilize KDE services, such as eWalk Tool, to assess instructional effectiveness. Consider non-traditional ways to offer access to the full curriculum, including mechanisms such as peer-to-peer assistance networks, online PD, and study tours to higher performing alternative education programs. <u>3.</u> Seek multiple options and pathways, collaborating with postsecondary and community partners, to support student learning through non-traditional approaches (dual credit, career & technical education programs, secondary GED, etc.).	<u>1.</u> Nijel Clayton <u>2.</u> Nijel Clayton Division of Secondary & Virtual Learning <u>3.</u> Faith Thompson	<u>1.</u> A5 programs included in this activity <u>2.</u> A5 programs included in this activity <u>3.</u> A5 programs included in this activity	<u>1.</u> A6 programs included in this activity <u>2.</u> A6 programs included in this activity <u>3.</u> A6 programs included in this activity
3.2	Students in A5 and A6 programs will receive the same support and/or supplemental services as students in A1 schools.	OTL	June 2008 August 2008 June 2008	<u>1.</u> Analyze and report use of ESS and Supplemental Services Provisions of NCLB in alternative education programs. Request budgetary authorization to establish state-level contracts for proven intervention resources through ESS funds. <u>2.</u> Implement diagnostic measures in mathematics and literacy to identify student needs. Consider the implications for alternative education programs in regard to SB 130 and Response to Intervention. <u>3.</u> KDE will add functionality to Infinite Campus and ILP to identify students in placement. Examine feasibility of online advising and academic services to supplement alternative education program staff.	<u>1.</u> Faith Thompson Monica Simpson <u>2.</u> Nijel Clayton <u>3.</u> Nijel Clayton Faith Thompson Julia Harmon	<u>1.</u> A5 programs included in this activity <u>2.</u> Dependent upon additional funding available to support this initiative <u>3.</u> A5 programs included in this activity	<u>1.</u> A6 programs included in this activity <u>2.</u> KECSAC programs administer diagnostic assessments within 30 days of student admission <u>3.</u> A6 programs included in this activity
	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs

3.3	Designate specific A5 and A6 programs as "Model Sites" with exemplary practices in the areas of curriculum, instruction, and assessment.	OTL OLSI	August 2008	<u>1.</u> Identify model A5 and A6 programs in the state that offer full access to the curriculum and have proven success with increasing student achievement.	<u>1.</u> Nijel Clayton Libby Taylor Jamie Keene	<u>1.</u> A5 programs included in this activity	<u>1.</u> A6 programs included; in this activity Collaborate with KECSAC
			June 2008	<u>2.</u> Examine the possibility of leveraging state-as-one-customer buying power for curricular/credit recovery resources currently in use in many A5 & A6 programs (PLATO, NOVELSTARS, etc.). Examine possibility of same idea with the provision of high quality professional development.	<u>2.</u> Linda Pittenger	<u>2.</u> A5 programs included in this activity	<u>2.</u> A6 programs included in this activity
			April 2008	<u>3.</u> Identify proven models of community-based support for alternative education programs.	<u>3.</u> Shaun Murphy	<u>3.</u> A5 programs included in this activity	<u>3.</u> A6 programs included in this activity
			August – November 2008	<u>4.</u> The Bureau of Learning and Results Services (BLRS) will host regional visits to designated A5 and A6 Model Sites to showcase best practices in curriculum, instruction and assessment. This will serve as an ongoing professional development experience to showcase best practices in A5 and A6 programs.	<u>4.</u> Nijel Clayton Michael Miller	<u>4.</u> A5 programs included in this activity	<u>4.</u> A6 programs included in this activity

School Culture:

Goal: To ensure cultures of high expectations for students and educators are embedded in alternative programs. Consider how rigor, relevance and relationships can be strengthened and reinforced for students in alternative education programs

	Objective	KDE Office	Date	Activities	Person Responsible	A5 Programs	A6 Programs
4.1	KDE will implement program improvement measures to ensure A5 and A6 programs provide equitable educational services.	OLSI OTL	Fall 2008	<u>1.</u> The Office of Leadership and School Improvement will include alternative education programs in all scholastic audits and reviews and will ensure that the culture of the alternative education program is analyzed and documented within the context of the overall school culture. As a result of the audit or review, specific recommendations will be provided to improve educational and support services to students in alternative placements.	<u>1.</u> Steve Schenck	<u>1.</u> A5 programs included in this activity	<u>1.</u> A6 programs included in this activity
			Fall 2008	<u>2.</u> KDE will utilize Voluntary Partnership Assistance Teams (VPAT), State Assistance Teams (SAT), Network Assistance Teams (NAT), Highly Skilled Educators (HSE), and Achievement Gap Coordinators to assist alternative education programs in the provision of quality educational services.	<u>2.</u> Steve Schenck	<u>2.</u> A5 programs included in this activity	<u>2.</u> A6 programs included in this activity
			Fall 2008	<u>3.</u> Utilize the Individual Learning Plan to monitor student achievement in regard to academic and non-academic goals.	<u>3.</u> Faith Thompson Julia Harmon	<u>3.</u> A5 programs included in this activity	<u>3.</u> A6 programs included in this activity